

CHAPTER 5

CONCLUSION AND SUGGESTIONS

In this chapter, the writer delivers the conclusion of her study and also the suggestions that might be useful for the English teachers and further study

5.1. Conclusion

In learning English, the students ought to master its skills and components. Starting with the listening skill, the students will gradually become proficient in the other skills. But, the comprehension of those skills will become ineffective if the students do not master the grammar component. In spite of its importance, grammar is always considered as a boring component to be learned since the teachers themselves often use a traditional technique in teaching grammar.

In favor of helping students to understand grammar more, the teachers may vary their technique or way in teaching grammar. Especially there are many techniques that are directed for grammar teaching. And one of them is TGT (Teams-Games-Tournament) technique from Cooperative Learning.

This study was conducted in order to know whether TGT technique was effective in improving students' grammar achievement and also whether it was better than deductive application of rule or not.

Like what the writer has written on the previous chapter, the T-Test: Two Samples Assuming Unequal Variance was administered to see whether the achievement of the students taught using TGT was higher than the achievement of the students taught using deductive application of rule. The final result showed that the results of students taught using TGT were higher than those who were taught using deductive application of rule.

It proved that TGT technique was effective in improving the 9th grade students' grammar achievement and applicative in teaching grammar.

5.2.Suggestions

Based on the result of the study, the writer would like to give some useful suggestions for English teachers and further related studies.

5.2.1. Suggestions for English Teachers

The suggestions that the writer would like to give, especially about teaching grammar, are: First is teachers should alter the techniques for teaching grammar so that the students do not get bored. By using another teaching grammar technique, students might feel enthusiastic and they can absorb the lesson well. Next suggestion is that non-traditional technique might also help the teachers in creating new learning environment in the classroom and teaching media, such as question cards.

5.2.2. Suggestions for the Further Studies

The writer would also like to give several suggestions for further research. The first suggestion is regarding the treatment frequency. In this study the writer only conducted the treatments for 3 times in each of the group because of the time limit. The writer hopes that the next research will conduct the treatment for more than 3 times so that the result will be more valid.

The next suggestion is about the demonstrator of both of the techniques. In this study the writer demonstrated both of the techniques by herself. It would be better if the demonstrator is another person who is capable in teaching the material using the given design, like the school's English teacher so that there will not be any bias interpretation toward the final result.

REFERENCES

- Adi Kumaranata. 2011. *Team Group Tournament (TGT)*. Retrieved on 13 August 2014 from adikumaranata.wordpress.com
- Al-Mekhlafi, Abdu Mohammed & Nagaratnam, Ramani Perur. 2011. *Difficulties In Teaching And Learning Grammar In An EFL Context*. International Journal of Instruction, vol. 4 no. 2. Oman.
- Azar, Betty Schramper. 1992. *Understanding and Using English Grammar*. New Jersey: Prentice Hall
- Brown, H.D. 1987. *Principal of Language Learning and Teaching*. New Jersey: Prentice Hall.
- Celce-Muria, Marianne & Larsen-Freeman, Diane. 1999. *The Grammar Book: An ESL / EFL Teacher's Course*. Henile & Heinle Publishers. United States of America
- Chen, Hsiu-chuan. 1988. *A Comparison Between Cooperative Learning And Traditional, Whole Class Methods—Teaching English in a Junior College*. Academic Journal of Kang-Ning 3, 69~82.
- DeVries, David L. 1980. *The Instructional Design Library*. New Jersey: Educational Technology Publications, Inc.
- Fitriyanto, Hery. 2014. *The Effectiveness of Teams-Games-Tournament (TGT) Technique on Students' Mastery of Simple Past Tense (A Quasi Experimental Study in the Eighth Grade of MTs N 13 Jakarta)*. S1 Thesis Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University Jakarta.
- Furaidah & Mukminatien, Nur. 2008. *The Place of Grammar in Language Teaching: An Attempt Towards A Synthesis Of Its Teaching Approaches*. Jurusan Sastra Inggris Fak. Sastra Universitas Negeri Malang.
- Grammar Translation Method*. Retrieved 30 November 2014 from www.slideshare.net/yenniferpks77/grammar-translation-method-presentation-6934141
- Hackmack, Susanne. *Reichenbach's Theory of Tense and It's Application to English*. Retrieved 9 May 2015 from www.fb10.uni-bremen.de.
- Harmer, Jeremy. 2001. *The Practice Of English Language Teaching*. England: Pearson Education Limited.
- Hurford. 1994. *Grammar: A Student's Guide*. Cambridge University Press.
- Izza, Umoro Hasan. 2010. *Improving Students' Understanding on Present perfect tense by Using Teams-Games-Tournament (TGT)*. S1 Thesis Tarbiyah Faculty at Walisongo State Institute for Islamic Studies Semarang.
- Jacobs, George M., Lee, Gan Siowck & Ball, Jessica. 1995. *Learning Cooperative Learning Via Cooperative Learning*. United States of America: SEAMEO Regional Language Center.

- Jones, M. Gail & Brader-Araje, Laura. 2002. *The Impact of Constructivism on Education: Language, Discourse, and Meaning*. American Communication Journal.
- Larsen-Freeman, Diane. 2000. *Techniques and Principles in Language Teaching*. English: Oxford University Press.
- Li, M.P. & Lam, B.H. 2006-2013. *Cooperative Learning*. Retrieved on 15 August 2014 from www.ied.edu.hk/aclass/
- Liu Qing-xue & Shi Jin-fang. 2007. *An Analysis Of Language Teaching Approaches And Methods – Effectiveness and Weakness vol. 4, no. 1 (Serial no.26)*. Foreign Language School, East China Jiaotong University, Nanchang Jiangxi 330013, China.
- Murphy, Raymond. 2004. *English Grammar In Use*: Cambridge University Press.
- Ngadiman, Agustinus. 1989. *The Reliability and Validity of the Mid-Term Reading Comprehension I Test of the English Department of FKIP Unika Widya Mandala*.
- Nordquist, Richard. *Tense (Grammar) Glossary of Grammatical and Rhetorical Terms*. Retrieved on 21 May 2015 from grammar.about.com
- O'Mahony, Meg. 2006. *Teams-Games-Tournament (TGT) Cooperative Learning And Review*. NABT Conference.
- Sargeant, Howard. 2007. *Basic English Grammar For English Language Learners: Book 2*. United States of America: Saddleback Educational Publishing.
- Seaton, Mew. 2007. *Basic English Grammar For English Language Learners: Book 1*. United States of America: Saddleback Educational Publishing.
- Teams-Games-Tournament (TGT)*. Retrieved on 1 March 2014 from www.schools.nyc.gov/inquire
- Slavin, Robert E. 1978. *Using Student Team Learning: The Johns Hopkins Team Learning Project*. Guides – Classroom Use – Guides (For Teachers) (052).
- Slavin, Robert E. 1991. *Synthesis Of Research On Cooperative Learning*.
- Slavin, Robert E. 2002. *Cooperative Learning: Theory, Research, and Practice*. New York: Prentice Hall.
- Sowan, M. Sifa. 2010. *Teaching The Simple Past Tense By Using Teams-Games-Tournament (TGT)*. S1 Thesis Tarbiya and Teacher's Training Faculty Syarif Hidayatullah State Islamic University Jakarta.
- Stahl, Robert J. 1994. *The Essential Elements Of Cooperative Learning In The Classroom*.
- Stevick, Earl W. 1982. *Teaching And Learning Languages*. Cambridge University Press
- Thomson, A.J. & Martinet A.V. 1980. *A Practical English Grammar*. Oxford University Press

- Thornbury, Scott. 1999. *How To Teach Grammar*. England: Pearson Longman.
- Tran, Van Dat. 2013. *Theoretical Perspectives Underlying The Application Of Cooperative Learning In Classrooms*. International Journal of Higher Education. Vol. 2, No. 4, 2013.
- Travers, John P. 1970. *Fundamentals of Educational Psychology*. Pennsylvania: International Textbook Company
- Valeika, Laimutis & Buitkienė, Janina. 2003. *An Introductory Course in Theoretical English Grammar*. Vilnius Pedagogical University.
- Wibisono, Puspita Nugraha. 2013. *The Effect of Using Inductive and Deductive Approaches on the 9th Grade Students' Grammar Achievement and Retention*. S1 Thesis Teacher Training and Education Faculty Widya Mandala Catholic University Surabaya
- www.ecenglish.com. Retrieved on 8 October 2014
- www.indiana.edu/~safechsl. Retrieved on 29 November 2014
- Xia, Yanhua. 2014. *Language Theories and Language Teaching – from Traditional Grammar to Functionalism*. School of Foreign Language, China West Normal University, Nanchong, China.
- Yuliana, Refy. 2013. *The Use Of Team Game Tournament (TGT) To Improve Speaking Ability in Teaching Narrative Text*. S1 Thesis Language and Arts Education Faculty IKIP PGRI Semarang.
- Zainuddin et al. 2011. *Fundamentals Of Teaching English To Speakers Of Other Languages*. Kendall Hunt Publishing Co.